

# THORNWELL SCHOOL FOR THE ARTS

604 East Home Avenue  
Hartsville, SC 29550

**GRADES** 1-6 Elementary School

**ENROLLMENT** 363 Students

**PRINCIPAL** P. J. Casey 843-857-3090

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma Dawson 843-398-5200

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	22	55	21	1

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Unsatisfactory	Yes

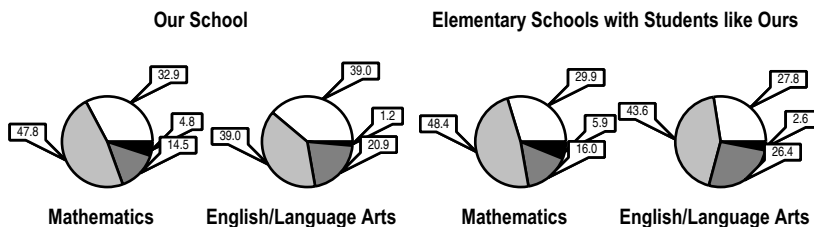
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

76.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	267	100.0	39.0	39.0	20.9	1.2	27.7	Yes	Yes
<b>Gender</b>									
Male	131	100.0	43.1	32.5	22.8	1.6	27.6		
Female	136	100.0	34.9	45.2	19.0	0.8	27.8		
<b>Racial/Ethnic Group</b>									
White	77	100.0	24.0	44.0	29.3	2.7	38.7	Yes	Yes
African-American	186	100.0	46.5	37.1	15.9	0.6	21.8	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	232	100.0	36.3	40.0	22.3	1.4	30.2		
Disabled	35	100.0	55.9	32.4	11.8	0.0	11.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	100.0	39.0	39.0	20.9	1.2	27.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	267	100.0	39.0	39.0	20.9	1.2	27.7		
<b>Socio-Economic Status</b>									
Subsidized meals	209	100.0	43.0	38.9	17.6	0.5	24.4	Yes	Yes
Full-pay meals	57	100.0	25.0	39.3	32.1	3.6	39.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	267	100.0	32.9	47.8	14.5	4.8	32.1	Yes	Yes
<b>Gender</b>									
Male	131	100.0	32.5	48.0	13.8	5.7	30.9		
Female	136	100.0	33.3	47.6	15.1	4.0	33.3		
<b>Racial/Ethnic Group</b>									
White	77	100.0	16.0	52.0	21.3	10.7	50.7	Yes	Yes
African-American	186	100.0	41.2	46.5	11.2	1.2	22.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	232	100.0	28.8	51.2	14.4	5.6	34.4		
Disabled	35	100.0	58.8	26.5	14.7	0.0	17.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	100.0	32.9	47.8	14.5	4.8	32.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	267	100.0	32.9	47.8	14.5	4.8	32.1		
<b>Socio-Economic Status</b>									
Subsidized meals	209	100.0	38.9	44.6	13.5	3.1	27.5	Yes	Yes
Full-pay meals	57	100.0	12.5	58.9	17.9	10.7	48.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	58	100.0	31.5	53.7	13.0	1.9	14.8
	<b>Grade 4</b>	67	100.0	30.6	45.2	24.2	N/A	24.2
	<b>Grade 5</b>	69	100.0	51.5	40.9	7.6	N/A	7.6
	<b>Grade 6</b>	68	100.0	48.5	40.9	10.6	N/A	10.6
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	58	100.0	27.3	41.8	29.1	1.8	30.9
	<b>Grade 4</b>	73	100.0	36.1	40.3	20.8	2.8	23.6
	<b>Grade 5</b>	78	100.0	49.3	42.5	8.2	N/A	8.2
	<b>Grade 6</b>	58	100.0	43.9	31.6	24.6	N/A	24.6
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	58	100.0	35.2	53.7	11.1	N/A	11.1
	<b>Grade 4</b>	67	100.0	24.2	58.1	11.3	6.5	17.7
	<b>Grade 5</b>	69	100.0	39.4	47.0	9.1	4.5	13.6
	<b>Grade 6</b>	68	100.0	45.5	40.9	10.6	3.0	13.6
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	58	100.0	21.8	56.4	18.2	3.6	21.8
	<b>Grade 4</b>	73	100.0	27.8	54.2	11.1	6.9	18.1
	<b>Grade 5</b>	78	100.0	53.4	41.1	4.1	1.4	5.5
	<b>Grade 6</b>	58	100.0	26.3	43.9	22.8	7.0	29.8
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 363)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.5%	Up from 0.3%	3.6%	2.7%
Attendance rate	97.4%	Up from 90.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%		4.7%	3.5%
Eligible for gifted and talented	6.2%	Down from 8.0%	7.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 8.6%	8.8%	8.2%
Older than usual for grade	1.1%	No change	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.8%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	40.7%	Down from 50.0%	47.1%	51.4%
Continuing contract teachers	77.8%	Down from 80.0%	85.0%	87.5%
Highly qualified teachers**	94.4%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 92.1%	85.3%	86.7%
Teacher attendance rate	95.6%	Down from 96.5%	94.7%	94.9%
Average teacher salary	\$42,439	Up 5.0%	\$40,379	\$40,760
Prof. development days/teacher	19.1 days	Up from 16.6 days	13.1 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 12.8 to 1	17.6 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 84.7%	90.1%	90.0%
Dollars spent per pupil*	\$6,653	Up 12.1%	\$6,383	\$6,044
Percent of expenditures for teacher salaries*	65.2%	Up from 61.0%	64.9%	65.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.7%	Up from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Thornwell School for the Arts is to provide an artistically enriched educational environment in which children can explore, discover, create, express, and succeed.

Thornwell School for the Arts is a Title I schoolwide school. During the 2003-2004 school year, thematic based units of instruction were employed to enhance learning opportunities in the core content areas. Students were able to participate in numerous, varied experiences that fostered academic achievement, artistic expression, and character development. Team-building exercises were utilized by the administration and highly qualified staff to motivate students and build cooperative relationships. Business partnerships and mentoring programs were added to ensure student success. A strong focus on learning was maintained throughout the year by creating interest and enthusiasm for special events and setting high behavioral expectations for eligibility to participate in public performances. As an ABC (Arts in Basic Curriculum) site, the school was alive with artist-in-residency programs, musical events, and Thornwell's first student art show.

As participants in the SC Reading Initiative, teachers were involved in professional study groups, exploring strategies to increase student reading comprehension skills. With the mid year announcement of Thornwell's selection for a Reading First Grant, additional staff development drove momentum to even greater proportions. As a schoolwide Title I school, a coordinating teacher and literacy coach were paramount in supporting appropriate instruction to address the SC Standards. Through ongoing staff development efforts, Thornwell continues to provide progressive and meaningful collaboration in leadership, character development, curriculum, and instruction.

Peggy B Casey, Principal, Thornwell School for the Arts  
Lisa Webb, Chairperson, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	28	54	34
Percent satisfied with learning environment	78.6%	67.3%	87.9%
Percent satisfied with social and physical environment	51.9%	73.1%	75.8%
Percent satisfied with home-school relations	46.4%	81.1%	78.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.